



Facilitator's Guide

Title of Training:	Shift to Teaching Online: Deep Dive into Student Engagement
Resources Provided:	• Trainer presentation ◦ Deep Dive: Engagement (PPT) ◦ Deep Dive: Engagement (Google Slides) • Student Engagement Notecatcher • Curriculum, Instruction and Assessment e-Notebook • Padlet Activity – Engagement • Thinking Routine: See, Think, Wonder • Thinking Routine: Claim, Evidence, Question • Protocols for Student Practice Using Technology
Objectives:	Participants will understand and reflect on the different layers of engagement and explore engagement strategies to use in synchronous, semi-synchronous & asynchronous instructional models
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Notes to Facilitator

The slidedeck is the primary source for supporting the topic. The trainer could, if appropriate, shorten the training to focus on one particular area; training is dependent on end user needs. Additionally the trainer could decide that regional support needed was minimal and create a separate opportunity/resources to be used asynchronously.

Participant Materials

The slide deck is the resource to be used for this material

Technical Requirements

Participants must be connected to the internet to access the materials.

Walkthrough of Slide Deck

Overview

Shifting to teaching online can be a daunting task for administrators, teachers & students. The purpose of this resource is to provide educators with learning materials and resources to help with this shift. To support a shift in teaching online, there are four major areas to consider: 1) structures & routines, 2) communication, 3) community building & 4) curriculum & instruction.

Each of these areas will support a shift to teaching online. In all cases, we are trying to build instructional environments that are:

- Predictable
- Flexible
- Connected
- Student Empowered

[Priorities by: Alex Shevrin Venet](#)

[Article by: Kara Newhouse](#)

To begin, select an area below. The links will bring you to an interactive notebook for each area with a definition of the area, elements that comprise the area and then materials and resources for professional learning.

[Structures & Routines](#)

[Communication](#) and [Community Building](#)

[Curriculum, Instruction & Assessment](#)

This particular topic is a deep dive into the original materials provided in Communication and Community Building.

Please note: Facilitators or Trainers should make explicit notes to participants relative to the needs of participants who may need accommodations to accessible materials.

Slide 1: Opening

Slide 2: Guiding Priorities and Outcomes

- Provides the construct for how the work was put together and what assumptions are made throughout the materials. Having clear, consistent structures and routines allows for: predictability in what to expect and how to engage in learning, flexibility by allowing teachers to adjust established structures and routines, student empowerment by allowing students to take ownership of and be self-directed in their learning, connection by embedding collaboration and discourse into everyday structures and routines.

Slide 3: Where have we been?

- Provides a broad look at the previous work shared within the area of Shift to Online Learning within three board areas; Structures and Routines, Curriculum, Instruction and Assessment, and Community Building and Communication

Slide 4: Where Are We Going?

- Provides scope and parameter to the presentation; clearly defining the purposes and strategy to build community

Slide 5: Turnkey Options for Regional Training

- Provides options for the turnkey trainer when deciding what their regional needs are; this slide should be removed when providing this to participants
 - Resources within the Slide Deck
 - [eNotebook #2](#)

Slide 6: Session Goals

- Understand and reflect on the different layers of engagement
- Explore engagement strategies to use in synchronous, semi-synchronous & asynchronous instructional models

Slide 7: Background on Engagement

Slide 8: Importance of Student Engagement

- Research behind student engagement
 - Lehr, Johnson, Bremer, Cosio, & Thompson, 2004
 - America's Promise Alliance, 2014; Bridgeland, DiLuilo, & Morison, 2006
 - ASCD, 2010; Bridgeland et al., 2006; Lehr et al., 2004; Ream & Rumburger, 2008; Voke, 2002.

Slide 9: What is Your Definition: Activity 1

- Participants can also just jot their definition down on paper, use the note catcher on a collaborative board, or EdTech tool like Answer Garden. Participants do not need to share out this definition, but they will use it later to revise and deepen their understanding.
- [Padlet](#)

Slide 10: Continuum of Engagement

- A. Berry, 2020

Slide 11: Dimensions of Engagement

- Fisher, Frey & Hattie. Distance Learning Playbook

Slide 12: What's the Learner's Relationship?

Lyons, Heather Engagement is Not a Unicorn (It's a Narwhal)

Slide 13: Definition of Engagement

- <https://www.edglossary.org/student-engagement/>

Slide 14: Refine Your Definition

- Participants should have an opportunity to "refine" their definition based on the information (continuum, dimensions, and matrix) as well as the "formal" definition. If using individual note catchers, participants can record on those.
- [Padlet](#)

Slide 15: Breakout Reflection: Activity 2

- Participants can use this note catcher to record takeaways for each reflection point. Other options include using virtual bulletin boards (jamboard, padlet, etc.) or a shared google doc/slide deck for groups to record in one place.
- [Note Catcher](#)

Slide 16: Behavioral Dimension: Attention & Participation

Slide 17: Attention

- p.72, All Learning is Social & Emotional by Fisher, Fry & Smith

Slide 18: Participation

Slide 19: Breakout Reflection: Activity 3

- Participants can use this note catcher to record takeaways for each reflection point. Other options include using virtual bulletin boards (jamboard, padlet, etc.) or a shared google doc/slide deck for groups to record in one place.
- Note Catcher

Slide 20: Affective Dimension: Motivation & Agency

Slide 21: Motivation & Agency

Slide 22: How Motivation Develops

- Brain-Based Learning by Eric Jensen & Liesl McConchie

Slide 23: Short Term Motivators

- Brain-Based Learning by Eric Jensen & Liesl McConchie

Slide 24: Long Term Motivators

- Brain-Based Learning by Eric Jensen & Liesl McConchie

Slide 25: Choice Boards: Activity 4

- Choice boards are flexible and be created for Blended Learning environments - meaning they can be shared and completed virtually, in hard copy or a combination of both. The choice boards on the following slides are built around the same theme: Oceans. Choices are provided to different EdTech tools. Teachers should be sure to build choice boards using EdTech tools that are Ed Law 2d compliant per their school districts. These can be used as examples only where some of the placeholders would need to be swapped based on your regional needs.
- [Note Catcher](#)

Slide 26: Oceans Choice Board K-2

- <https://jr.brainpop.com/science/habitats/oceanhabitats/>
- https://www.tumblebooklibrary.com/PLPlayer.aspx?ProductID=tumbleplayer_6709
- <https://pklifescience.com/article/387/coral-reefs>
- https://www.pkearthandspace.com/static/making_waves
- <https://soraapp.com/library/wswhe/search/query-ocean/seed-1959007563/libraries-138.360/page-1>
- <https://vermont.pbslearningmedia.org/resource/summer-of-adventure-nature-cat-motion-ocean/motion-of-the-ocean-nature-cat/>

Slide 27: Oceans Choice Board 3-6

- https://natgeo.gale.com/natgeo/archive/FeatureArticlesDetailsPage/FeatureArticlesDetailsWindow?disableHighlighting=false&displayGroupName=NatGeo-Features&currPage=1&scanId=&query=OOE+oceans&docIndex=&source=fullList&prodId=NGMK&search_within_results=&p=NGMK&mode=view&catId=&u=huds88207&limiter=&display-query=OOE+oceans&displayGroups=&contentModules=&action=e&sortBy=&documentId=GALE%7CMSIDKL553235830&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=
- <https://vermont.pbslearningmedia.org/resource/121ed168-baea-45a8-9ce7-ea482d1e8730/oceans/>
- https://go.gale.com/ps/retrieve.do?tabID=T001&searchType=TopicSearchForm&userGroupName=nysl_ca_wswhes&inPS=true&prodId=ITKE&contentSet=GALE&docId=GALE%7CZDAJBO893981162
- <https://www.teachingbooks.net/tb.cgi?tid=30626>
- <https://soraapp.com/library/wswhe/search/query-ocean/seed-1959007563/libraries-138,360/page-1>
- <https://academic.eb.com/levels/collegiate/article/ocean/108518>

Slide 28: Oceans Choice Board 7-12

- <https://auth.orc.scoolaid.net/bin/fs?sysId=1747&sysCode=WSWHE&uld=1880&sTerm=oceans>
- https://wswhe.insignails.com/Library/SearchResult?l_input=WSWHE%20BOCES&l=0001&t_input=Keywords&t=Keywords&k=oceans&ck_input=&ck=&action=simple&p=1&ps=20&st=t02TitlesForOrderBy&if=0&c=c&oldSearchType=Keywords
- <https://www.swank.com/k-12-streaming/Search?query=oceans>
- <https://soraapp.com/library/wswhe/search/query-oceans/subject-111/libraries-138,360/page-1>
- https://go.gale.com/ps/headerQuickSearch.do?inputFieldNames%5B0%5D=OOE&quickSearchTerm=oceans&searchType=BasicSearchForm&userGroupName=nysl_ca_wswhes&nwf=y&prodId=OVIC&stw.option=&ebook=&quicksearchIndex=OOE&spellCheck=true&hasCoproduct=false&collectionId=&seriesId=&contentModuleId=&edition=&prevQuickSearchIndex=OOE&prevQuickSearchTerm=ocieans
- <https://search.cdc.gov/search/index.html?query=ocean&sitelimit=&utf8=%E2%9C%93&affiliate=cdc-main>

Slide 29: Things to Watch Out For

- [Resource](#)

Slide 30: Cognitive Dimension: Thinking Routines & Protocols

Slide 31: Having Meaning & Making Sense

Slide 32: Types of Practice

- How the Brain Learns by David E. Sousa

Slide 33: Design with Engagement in Mind

- Fisher, Frey & Hattie. Distance Learning Playbook

Slide 34: Protocols

- <https://eleducation.org/>

Slide 35: Engagement Protocols: Activity 5

- Note to Trainer: Explain the set up of the next slides and explain the task (see note section below). Participants can record their group's reflection using similar methods to Activities 1-4.
- [Note Catcher](#)

Slide 36: Asking Task – Finding Information

- [See Think Wonder](#)
- [Carousel](#)
- [Gallery Walk](#)
- [Say Something](#)
- [Jigsaw](#)
- [Claim, Evidence Question](#)

Slide 37: Understanding Task, Using Information

- [Give One, Get One, Move On](#)
- [Compass Points \(slides template\)](#)
- [Connect, Extend, Challenge \(slide template\)](#)
- [Whiteboards](#)
- [Admit/Exit Tickets](#)
- [Storytime Graphic Organizer \(see #5\)](#)
- [Play Boards](#)

Slide 38: Open Task – Creating Information

- [Take a Stand](#)
- [Rank, Talk, Write](#)
- [Discussion Appointments or Online Fishbowl \(see #10\)](#)
- [Chalk Talk or Concept Maps or Virtual Word Walls](#)
- [I used to think....Now I think \(slide template\)](#)

Slide 39: Problem Solving Task – Sharing Information

- [Take a Stand](#)
- [Rank, Talk, Write](#)
- [Discussion Appointments or Online Fishbowl \(see #10\)](#)
- [Chalk Talk](#)
- [Journaling/Blogging](#)

Slide 40: Optimistic Closure

Slide 41: Thank you